

PART 2

ANALYZING ARGUMENTS

“You just have an opportunity for disaster here.”

OBJECTIVE:

Students delineate and analyze the position, premises, reasoning, evidence and perspective of arguments.



ACTIVITIES

1- UNDERSTANDING ARGUMENTATIVE POSITION

The teacher introduces the concept of an argumentative position through a discussion of the unit's issue.

2- IDENTIFYING ELEMENTS OF AN ARGUMENT

The teacher leads an exploration of the elements of argumentation in an everyday context.

3- DELINEATING ARGUMENTATION

Student teams read and delineate arguments.

4- UNDERSTANDING PERSPECTIVE

The teacher leads an exploration of the concept of perspective in an everyday context.

5- COMPARING PERSPECTIVES

Students analyze and compare perspectives in argumentative texts.

6- DELINEATING ADDITIONAL ARGUMENTS

As needed, students read and analyze additional arguments related to the unit's issue.

7 - WRITING TO ANALYZE ARGUMENTS

Students write short essays analyzing an argument.

MATERIALS:

Text Sets 3-5
Forming EBC Tool
Delineating Arguments Tool
Model Arguments
TCD Checklist
EBA Terms



ALIGNMENT TO CCSS

TARGETED STANDARDS:

RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SUPPORTING STANDARDS:

RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.6.2:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **RI.6.3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). **RI.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ACTIVITY 1: UNDERSTANDING ARGUMENTATIVE POSITION

The teacher introduces the concept of an argumentative position through a discussion of the unit's issue.

INSTRUCTIONAL NOTES

In Part 2 discussion and instruction shifts from the previous focus on understanding the background and nature of the unit's issue to a focus on the various controversies, or differences of opinion, that have surrounded the issue historically and/or currently, and have led to various positions and arguments.

CLASS BRAINSTORM

- As a class, brainstorm a list of questions that highlight various points of controversy or debate within the issue. If applicable, this can be related to the initial prior-knowledge/KWL activity.
- *Are we in danger of running out of energy? In what ways might our sources of energy need to change to meet the world's demands?*

The questions might address the current realm for debate related to a specific type of energy production like:

- *What are the benefits and drawbacks for states either allowing or not allowing hydraulic fracturing to be used in exploiting natural gas found in shale formations deep underground?*

They can also examine aspects of the topic that are more peripheral to the central debate, but may still be very relevant, e.g.:

- *How much importance should the United States put to develop alternative energy sources?*

INTRODUCE CONCEPT OF POSITION

All questions, however, should be framed in a manner that suggests multiple ways of responding, that prepares students to examine various perspectives from which an answer could come as well as various positions that might be taken in response to the topic and question.

- Discuss with students how each of these questions can be responded to in various ways.
- Introduce the term *position*, which can be defined as *someone's stance on what to do or think about a clearly defined issue based on their perspective and understanding of it. When writing argumentative essays, one's position may be expressed as a thesis.*
- Discuss how the term relates to points of controversy in the issue.

CARTOON ANALYSIS

- Distribute Text Set #3, a set of political cartoons related to the unit's issue. Use one example to model how the cartoon can be seen as expressing a *position* on the issue.
- As a class discuss the various "positions" expressed in the cartoons. Discuss how argumentative essays develop arguments to support positions. Ask if students see the beginnings of any basic arguments to support the position in the visual details of the cartoons, and discuss the evidence they identify.

TEXT SET #3: TEXTUAL NOTES

TEXT 3.1: "FRACKING POLITICAL CARTOONS"

Authors: Multiple authors; **Source/Publisher:** Cagle Cartoons; **Date:** NA (current)

Text Notes: In Part 2, students move from reading to build their background knowledge about the issue/ problem to reading for analysis of topical arguments. Initially, their focus should be on determining the position an argument takes on the issue. To develop and practice their analytical reading skills, students can first work with relatively simple, skeletal arguments – either short passages that clearly communicate a position, or political cartoons that visually represent their positions, and may therefore be more readily accessible to some students. Provided is one site that is a repository of political cartoons, from Cagle Cartoons. The teacher (and/or students) can browse this source and find cartoons that relate to the unit's focus, the problem-based question, and the set of debatable questions generated in Activity 1. Students should be encouraged to review several of the cartoons from the repository.

ACTIVITY 1: UNDERSTANDING ARGUMENTATIVE POSITION (CONT'D)

TEXT SET #3: TEXTUAL NOTES

Once cartoons are selected, students should “read” them closely by visually scanning for key details and presentation techniques, considering also any text that may be presented with the cartoon. Ideally a cartoon set will provide examples that come from several different perspectives and take several different positions as they communicate political commentary through their imagery and words. Model how one can “read” a cartoon and its details to determine the point or commentary communicated by the cartoon, and thus determine its *position* (which may or may not be stated). Finally, model how a cartoon artist presents visual details as *evidence* that establishes and supports the cartoon’s position.

Following this modeling and some guided practice, students might then work in teams with a cartoon set. The questioning and analysis sequence might begin with a general text question(s) from the *Reading Closely for Details: Guiding Questions* handout, such as:

Which key details stand out to me as I scan the cartoon/text? How are these details keys to understanding the cartoonist’s/author’s perspective? What does the cartoon/text seem to be saying about the topic – what is its commentary or position?

ACTIVITY 2: IDENTIFYING ELEMENTS OF ARGUMENTATION

The teacher introduces and the class explores the elements of argumentation in a familiar context.

INSTRUCTIONAL NOTES

INTRODUCE ARGUMENT TERMS

Once students have a good understanding of the concept of a *position* on an *issue* and the idea that positions are supported with argumentation, instruction can shift to the specific argumentative elements authors use to explain and defend their positions. The objective of this activity is for students to have a solid conceptual understanding of the elements of an argument and to be able to use a set of terms to identify and analyze them. The **terms for elements of argumentation used in this unit** are *issue, relationship to issue, perspective, position, implications, premise, reasoning, evidence, and chain of reasoning*. Teachers may have already worked with students using different nomenclature and might elect to use that terminology instead. For instance, some might call a *position* a *thesis* or a *premise* a *supporting claim*. This unit is based on a view that *claims* used in the context of *argumentation* are called *premises*. Whatever nomenclature a teacher chooses, it should be used consistently so students develop an understanding and facility with the terminology.

Introduce and describe how authors explain and defend their positions with a series of linked *premises*

(*claims*), developed through a chain of *reasoning*, and supported by *evidence*. When introducing these concepts, it is best to model and practice their use with topics from students’ personal experiences and everyday life that do not require background information.

PRACTICE USING ARGUMENTATION TERMS

A *Delineating Arguments* tool can be used as an instructional strategy.

For this activity focus on the terms *position, premise, evidence* and *reasoning*.

- Begin by showing students a basic model of the *Delineating Arguments* tool. NOTE: If using the *Delineating Arguments* tool, teachers can use one of the included models or develop their own that would work better with their students. Talk about each element and its relationship to the other elements as you read the model aloud.
- Have students identify alternative premises and evidence to defend the same position and the reasoning that would connect them.

ACTIVITY 2: IDENTIFYING ELEMENTS OF ARGUMENTATION (CONT'D)

INSTRUCTIONAL NOTES (CONT'D)

- In reading teams have students work with blank tools to develop a different position and argument on the “issue.”
- Have reading teams present their positions and arguments explaining each element. As a class, discuss the way the reading teams applied each element.
- Encourage the students to use the vocabulary terms they have learned. Write the new vocabulary on the board so they can use the words as references for discussion.
- Once students have some facility with the elements, explain to students that they will be using the terminology to analyze and compare various arguments related to the unit’s issue.

ACTIVITY 3: DELINEATING ARGUMENTS

Student teams read and delineate arguments.

INSTRUCTIONAL NOTES

Students next read and analyze Text 4.1, an accessible, foundational argument related to the unit’s issue. Use text-dependent questions to help students attend to key details related to the argument’s position, premises/claims, structure and reasoning, and supporting evidence. Emphasize that at this point students are reading to *delineate* and not yet *evaluate* the argument.

- Students first read the argument independently, considering general guiding questions such as: “What is the author thinking and saying about the issue or problem?” [Guiding Questions Handout]
- Introduce a set of text-based questions to drive a closer reading and analysis of the text’s argument; then have students follow along as the text is read aloud/presented to them.
- In reading teams, students discuss the text-based questions and search for relevant details, highlighting and labeling their text where they identify the various elements of argumentation.
- Teachers/students might also choose to use a blank *Delineating Arguments* tool to structure and capture their delineation.
- Assign each team one or more of the elements of the argument (position, premises, reasoning, evidence) and have them prepare a short presentation for the class about what they have discovered through their analysis of the argument. Emphasize that each team will need to cite specific evidence from the text that supports their analysis.
- As a class delineate the article’s argument by identifying its position, premises, reasoning, and evidence.
- Model the writing of a claim about **how** the author has presented and developed one element of the argument (e.g., its position). Then have students individually write a claim about the author’s use of the element their team studied.

TEXT SET #4: TEXTUAL NOTES

TEXT 4.1: “THE COSTS OF FRACKING”

Authors: Tony Dutzik and Elizabeth Ridlington, & John Rumpler;

Source/Publisher: Environment America Research and Policy Center; **Date:** September 20, 2012

Complexity Level: This text measures 1270L, which is slightly high for sixth graders; however, the argumentative structure is outlined with text features including bullets and bolding which makes this text accessible for most middle school students. In addition, this argument is clearly structured to communicate and substantiate a position through a set of linked and supported premises, which should make it an accessible argument to begin with for most students. (Note that the website provides a summary of the more in depth article. Students should refer to the information on the website rather than the full report.)

ACTIVITY 3: DELINEATING ARGUMENTS (CONT'D)

TEXT SET #4: TEXTUAL NOTES

Text Notes: This Environment America text is included as the first sample argument in the set because it represents a clear example of a deductively organized argument, where the *perspective* is clear from the first paragraph, the *position* is communicated early in the text, and the argument is developed through a series of linked claims or *premises*, each of which is backed by *evidence*. Thus, the text should provide good initial practice (and modeling) for students as they study how arguments are constructed.

Environment America states their central point early in the text by saying, "To the extent that fracking does take place, the least the public can expect is for the oil and gas industry to be held accountable for the damage it causes. With this as the central point, the text also makes evidence-based claims that respond to concerns about water pollution, health concerns, economic problems, and unknown future costs. Students should be able to identify each of these premises of his argument, to discuss the adequacy of the evidence provided by the author to support them, and to see how the claims are linked as a series of premises that build the argument.

Sample Text-Dependent Questions (to drive closer reading and discussion):

1. According to the two paragraphs, what are the two primary types of consequences that are caused by fracking?
2. In the second paragraph, the authors write, "In this report, we document those costs – ranging from cleaning up contaminated water to repairing ruined roads and beyond." Based on this sentence, what kind of evidence should the reader look for in their article?
3. What types of environmental costs does the article detail?
4. Which sentences – taken together – best communicate the Environment America's position about fracking?
5. The authors establish a series of evidence-based premises in favor of their position. How does one of these premises relate to their overall argument, and what specific evidence do they provide to support the premise?
6. In the argument, Environment America states, "Such accountability must include up-front financial assurances sufficient to ensure that the harms caused by fracking are fully redressed." What does the phrase, "fully redressed" mean?
7. What argumentative premises and evidence does this text provide that influence your understanding of or perspective on the issue/problem of hydraulic fracturing (fracking) in the United States ?

ACTIVITY 4: UNDERSTANDING PERSPECTIVE

The teacher leads an exploration of the concept of perspective.

INSTRUCTIONAL NOTES

- Introduce the terms *relationship to issue* and *perspective* to the class. *Relationship to issue* can be defined in this context as a person's particular personal involvement with an issue, given his or her experience, education, occupation, socio-economic-geographical status, interests, or other characteristics. *Perspective* can be defined as how someone understands and views an issue based on his/her current relationship to it and analysis of the issue. Spend some time to explore the various meanings of perspective and how they might relate to how the term is used here.
- Compare the author's perspective to an iceberg, where the author's particular argument or position is clearly seen, but his or her personal relationship and perspective on the issue may or may not be

ACTIVITY 4: UNDERSTANDING PERSPECTIVE (CONT'D)

INSTRUCTIONAL NOTES (CONT'D)

explicitly revealed in the text. Without this perspective, however, the author's position would not be possible; the author's perspective influences how he or she approaches and ultimately defines an issue and eventually a particular position on it.

Revisit the everyday argumentative contexts that the class explored in Activity 2. Discuss the various perspectives of the actors in those situations. Discuss how the actors' personal relationship to the issue influences their perspective. And how their perspective influences their understanding of the issue and their position.

NOTE: Teachers might choose to BEGIN the exploration of perspective by having students refer back to this activity. Teachers could use a Socratic discussion model to lead students to an understanding of perspective by having them explore the various positions and the reasons why the various actors might hold those positions. After students have come to an initial understanding of perspective, teachers could then introduce the terms and their definitions.

ACTIVITY 5: COMPARING PERSPECTIVES

Students analyze and compare perspective in argumentative texts.

INSTRUCTIONAL NOTES

Students revisit Text #4.1 after developing an understanding of how perspective helps shape an author's position and argument.

- The teacher models a claim that analyzes how an author's position on the issue is directly influenced by his or her relationship to it. The teacher can use the argument from Activity 2 to model this claim.
- In reading teams, students write their own claims on how the perspective of Text #4.1's author influences his or her position on the issue.

The remaining texts in Text Set 4 present students with different perspectives, positions, and arguments for students to read and analyze. Students will use these texts to move from guided to independent practice of the close reading skills associated with analyzing an argument.

- Students first read the argument independently, considering general guiding questions such as: "What is the author thinking and saying about the issue or problem?" "What do the author's language and approach suggest about his/her relationship to and perspective on the issue or problem?" "How does the author's relationship to the issue help shape his/her position?" [Guiding Questions Handout]

- Introduce a set of text-based questions to drive a closer reading and analysis of the text's argument; then have students follow along as the text is read aloud/presented to them.
- In reading teams, students discuss the text-based questions and search for relevant details, highlighting and annotating them.
- Students might use a *Delineating Arguments* tool to delineate the author's argument.
- Discuss as a class the author's position, argument, and perspective.
- Model developing an evidence-based claim comparing how the authors have used one of the elements of argumentation differently, as influenced by their perspectives. Then have students individually develop their own comparative EBCs. Note: These evidence-based claims can be developed orally, on paper, or using an *Organizing EBC* tool.
- Teachers may also choose to discuss the various ways authors structure the logical reasoning of arguments.

ACTIVITY 5: COMPARING PERSPECTIVES (CONT'D)

TEXT SET #4: TEXTUAL NOTES

Texts 4.2 and 4.3 are two very different arguments about the issues of fracking and fracking policy, which take very different *positions* and come from very distinct *perspectives* (based a great deal on each author's *personal relationship* to the issue). Either, or both, can provide an interesting text for students to use in analyzing and comparing perspectives.

Text 4.4 presents a definite perspective on the issue of fracking and develops a strong position from that perspective.

TEXT 4.2: "WHY CUOMO MUST SEIZE THE MOMENT ON HYDROFRACKING"

Author: Former Governor Ed Rendell; **Source/Publisher:** NY Daily News; **Date:** March 27, 2013

Complexity Level: 1200L. This text measures slightly above the sixth grade complexity band; however, its narrative structure is written in a direct, accessible style for most middle school students.

Text Notes: As former governor of Pennsylvania, Ed Rendell selected to allow hydrofracking in the Marcellus Shale which occupies several Northeastern states. He states, "That's why New York's consideration of hydraulic fracturing is so essential. We're at an energy crossroads as a nation. If we choose to embrace natural gas, it will help us get past a number of significant economic and environmental challenges. On the other hand, if we let fear carry the day, we will squander another key moment to move forward together."

Rendell develops an interesting and nuanced *position* about the benefits of hydrofracking. For this reason, students may need some guidance and modeling to identify the thesis of his argument, the place in the text where he most clearly states his position. The text should stimulate lively discussion and also model for students that arguments are not always structured as directly as the previous Environment America piece.

The questioning and analysis sequence might begin with a general text question(s) from the *Reading Closely for Details: Guiding Questions* handout, such as:

What is the author's personal relationship to the topic? How does this influence the author's perspective?

Sample Text-Dependent Questions (to drive closer reading and discussion):

1. Rendell states he was the Governor of Pennsylvania from 2003-2011. What does this information suggest is likely to be his perspective on energy and energy policy? How does this information affect the reader?
2. Like the Environmental America article, Rendell focuses on the economic consequences of the issue of fracking. How is his position on how fracking affects the economy different from that of Environmental America's?
3. In the third paragraph, Rendell says the nation is at an "energy crossroads." What does he mean by this? How does Rendell define the context of the debate? According to him, what choices regarding energy use do we have?
4. What reasons and evidence does Rendell provide to support his claim that "we should be using more, not less of it (natural gas)?"
5. In the middle of the text, Rendell clearly states, "We can enjoy the benefits of gas production while also protecting the environment." What benefits does Rendell's discuss? What evidence does she provide to support these suggestions?
6. According to Rendell, are there environmental risks with fracking? How does he use "environmental concerns" to help support his argument?
7. How is Rendell's line of reasoning and development of his argument somewhat different from either the argument of Environment America?
8. What argumentative claims and evidence does this text provide that influence your understanding of or perspective on the issue/problem of energy and fracking? In what ways ?

ACTIVITY 5: COMPARING PERSPECTIVES (CONT'D)

TEXT SET #4: TEXTUAL NOTES

TEXT 4.3: "POVERTY AND FRACKING"

Author: John Harpole; **Source/Publisher:** Denver Post; **Date:** September 28, 2013

Complexity Level: The text measures at 1050L and should be accessible to most sixth grade students.

Text Notes: John Harpole is president of Mercator Energy LLC, a natural gas marketing and research company in Littleton, Colorado. His argument presents a similar position to Ed Rendell's (Text #4.2), but for strikingly different reasons. Harpole's argument presents a good exercise in analysis for students, because it explains a distinct perspective on hydraulic fracturing and builds its argument through a series of evidence-based claims.

Students might first read, annotate, and analyze the piece looking for the language that communicates Harpole's perspective – which is apparent immediately through his anecdote about his father passing away when he was young and his mother struggling to support her large family. Then students might look beyond his rhetoric and identify his premises, as well as the evidence he cites to support them. In an extended research assignment, students could "fact check" Harpole's statistics, which might be a good exercise for the Rendell and Environment America arguments as well.

Students' questioning and analysis sequence might begin with a general text question(s) from the *Reading Closely for Details: Guiding Questions* handout, such as: *What is the author's personal relationship to the topic? How does this influence the author's perspective?*

Sample Text-Dependent Questions (to drive closer reading and discussion):

1. What is Harpole's perspective on the problem of hydraulic fracturing, and how does his language convey that perspective?
2. Why does Harpole decide to tell "the human side of the story"? What is the connection between his mom's utility bills and fracking?
3. According to Harpole, what is the most important consequence of fracking? What in the text supports your answer?
4. Harpole references Lisa Jackson in his article. Who is this person and how does referencing her help Harpole to support his argument?
5. While Harpole makes a number of claims in his argument that he supports with statistical evidence, he also makes statements such as "Their parents, almost all are poor or working class, rarely pay any state or federal income tax." How does this unsupported premise compare to some of Harpole's more supported statements in terms of its convincingness?
6. Which details and evidence that Harpole cites seem solid and convincing? Which ones seem more questionable?
7. What argumentative claims and evidence does this text provide that influence your understanding of or perspective on the issue of energy and fracking policy in the US?

TEXT 4.4: "WHAT THE FRACK? NATURAL GAS FROM SUBTERRANEAN SHALE PROMISES U.S. ENERGY INDEPENDENCE-WITH ENVIRONMENTAL COSTS"

Author: David Biello; **Source/Publisher:** Scientific American; **Date:** March 30, 2010

Complexity Level: This text measures 1310L which is above the middle school complexity band. This higher level is mostly due to some technical language.

Text Notes: Biello's position presented in Scientific America is mostly opposed to hydraulic fracturing (fracking). However, he notes the potential benefits of the practice in terms of lowering costs, greenhouse emissions, and reducing our dependence on foreign fossil fuels. Ultimately, his argument is very nuanced and will require students to examine his language closely.

ACTIVITY 5: COMPARING PERSPECTIVES (CONT'D)

TEXTUAL NOTES

Sample Text-Dependent Questions (to drive closer reading and discussion):

1. What claims does Biello make about the effects fracking has had on towns across the United States?
2. At what point in the article does Biello identify the crisis or central question with fracking? What are the primary components he cites that help to answer the question?
3. What information from the EPA differs from the information Harpole provides in his article?
4. Who does Biello cite throughout his article? What are their positions? What impact do these different voices have on Biello's argument? How does the author use each source to advance his position?
5. What claims and evidence does Biello use to help answer his question, "Can extracting the natural gas be done safely?"
6. What are the two opposed perspectives and positions that Ed Ireland and residents of Dimock, PA have about the effects of fracking? Which sentence(s) in the text most clearly present those perspectives and positions? What evidence does each group cite?
7. How do the Rendell and Harpole arguments compare with the positions taken by Environment America and Biello?
8. What argumentative claims and evidence do these texts provide that influence your understanding of or perspective on energy and fracking in the United States? In what ways?

ACTIVITY 6: DELINEATING ADDITIONAL ARGUMENTS

As needed, teachers may choose to have students read and delineate additional arguments related to the unit's issue.

INSTRUCTIONAL NOTES

To more fully understand the issue, students may need to explore additional arguments. Possibilities related to the unit's issue are listed in the text set, but teachers and students are also encouraged to find additional texts themselves. (NOTE: this is the point in the unit at which students might embark on further research, guided by the *Researching to Deepen Understanding* unit's activities and resources.)

For each argument read, students might complete a *Delineating Arguments* tool and write an evidence-based-claim about the author's perspective. To broaden the class's access to many arguments, students might work in "expert" teams focused on one or more of the arguments, then "jigsaw" to share their team's findings with students from other teams.

TEXT SET #5: TEXTUAL NOTES

TEXT SET 5 – ADDITIONAL ARGUMENTS:

Students should now be familiar with background information and some seminal arguments about energy, natural gas, and hydraulic fracturing in the United States. If their study is to focus primarily on energy and environmental issues related to fracking, this may be sufficient for them to now develop a position and build an argument. However, if the intent is to examine the issues surrounding energy in a context beyond that of fracking for natural gas, then reading and analyzing more contemporary arguments may be helpful or necessary. The unit's text set lists five examples of such arguments - current as of spring 2013, including: President Barack Obama's 2012 State of the Union, Don't Frack NY, Chevron, and the Institute for Energy Research.

≡ ACTIVITY 6: DELINEATING ADDITIONAL ≡ ARGUMENTS (CONT'D)

TEXT SET #5: TEXTUAL NOTES

In addition there are seven texts that present different arguments from a variety of perspectives on the issue of energy, natural gas, and hydraulic fracturing.

It is anticipated that as the issues and problems associated with energy, energy usage, and hydraulic fracturing evolve, the nature of contemporary arguments and speeches will also change. Therefore, teachers and students are encouraged to look beyond the listed examples and search for more current texts that reflect what pundits, columnists, commentators, and the public are saying about immigration in the US at any given moment in current history.

≡ ACTIVITY 7: WRITING TO ANALYZE ≡ ARGUMENTS

Students write short essays analyzing an argument.

INSTRUCTIONAL NOTES

Students use their notes, annotations, and tools to write short essays analyzing one of the arguments they have read thus far in the unit. In their essays, students:

- state the author's position
- identify the elements of the argument (premises, reasoning, evidence, perspective)
- make an evidence-based claim about how the author's perspective shapes the position and/or argumentation
- use evidence from the text to support their analysis.

≡ ASSESSMENT OPPORTUNITIES

Part 2 presents many opportunities for formative assessment. The two most important proficiencies to assess here are a student's:

1. understanding of and facility with the concepts for analyzing arguments; and
2. ability to analyze and write about other authors' arguments

Teachers can use the tools, claims, and conversations from Activities 2 and 4 to assess emerging proficiency with the analytic concepts without the interference of additional reading comprehension loads. These activities have been designed for development and assessment of these core literacy proficiencies in all students (including ELL and students reading below grade level).

The claims and conversation from Activities 3, 5, and 6 add the opportunity to assess the proficiency in analyzing and writing about other arguments.

The short essay from Activity 7 provides a mid-unit formative assessment on both proficiencies and the ability to link and develop analysis across several paragraphs.

As a formative assessment of the text-centered discussions that have led to their claims, students might complete two *TDC Checklists*, one that rates their team's overall performance and one that represents a self-assessment of their own participation.